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Anthropometrics in Action: A Mechanical Engineering Study of Finger Length, Typing Efficiency, and Ergonomic Design

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Abstract

Keyboards are one of the most crucial and most used interfaces on the planet. However, they are designed to have an "average" user in mind. This raises questions on whether anthropometric variation, specifically finger length, affects typing efficiency. The purpose of this study was to examine the relationship between middle finger length and typing efficiency, specifically typing speed measured in words per minute (WPM) and accuracy (%). Data were collected through a Google Forms survey from 50 participants, where they measured the length of their middle finger using a ruler and took a standardized one-minute online typing test on a laptop or desktop. Results indicated a moderate positive correlation: longer finger lengths were associated with faster typing speed ($r = 0.43$) and slightly greater accuracy ($r = 0.366$). These findings propose that while finger length is not the sole determinant of typing efficiency, it has a measurable impact. From an engineering perspective, this study emphasizes the significance of ergonomics and anthropometrics in keyboard design, supporting the need for more adaptable layouts that reduce fatigue and strain, while enhancing efficiency and performance.

Keywords: Anthropometry; Ergonomics; Finger length; Typing efficiency; Typing speed; Typing accuracy; Human-computer interaction; Keyboard design; Mechanical engineering; User-centered design

1. Introduction

Mechanical Engineering extends beyond designing and assembling machinery. Key constituents to this specific and crucial form of engineering include Anthropometry and Ergonomics. Anthropometry is defined as the study of human body measurements, especially on a comparative basis [1], while Ergonomics is defined as an applied science concerned with designing and arranging things people use so that the people and things interact most efficiently and safely [2]. Engineers must use a combination of both, considering the differences physically and cognitively among users, which directly affects the performance, error rate, and user satisfaction. Neglecting these considerations can lead to increased accidents, strain, and fatigue. This can further lead to decreased productivity and an unhealthy work environment [3].

One everyday example where anthropometry and ergonomics play a crucial role is the computer keyboard. In the modern era, keyboards are vital for the world as they are the main method of interaction with a computer [4], but the primary problem that arises with the average keyboard is that it is designed for an assumed 'average' hand size, yet in reality, finger length and handspan vary widely across individuals and populations [5]. This mismatch can lead to various problems for different population types: a population with shorter fingers would require more reach, which may lead to slower typing and fatigue; a population with longer fingers may cause errors due to finger overlap. These may not be the main factors that affect typing speed and efficiency, but they surely do contribute to it. Hence, poorly designed interfaces can lead to inefficiency and discomfort. Since keyboards are a near-universal interface for students, professionals, and everyday users, they provide a simple yet effective case study for examining how anthropometric variation impacts performance.

Research into typing, finger length, and ergonomics has been ongoing for numerous decades. One notable study of the same was the LaBonty (1981) study. It explored the relationship between finger size and typing performance; however, their findings are now dated. Since then, the majority of studies have shifted their focus to other factors, such as key spacing, keyboard geometry, typing posture, and prevention of musculoskeletal strain, like RSI (Repetitive Strain Injury). While these insights are valuable for further research, there remains an observable gap: few modern studies directly examine whether finger length itself affects typing speed and accuracy. This gap is significant and underexamined; the tools we have been using have evolved remarkably from typewriters to laptops, yet anthropometric data applied to typing efficiency has not been widely discussed.

The purpose of this study is to examine whether finger length has a measurable impact on typing efficiency, defined in terms of typing speed in words per minute (WPM) and accuracy (%). To achieve this, data was collected through a Google Form survey distributed amongst students from Grade 12 to Grade 6 across different locations, ensuring a wide range and natural variation in hand size and finger lengths. The final sample consisted of 50 participants.

which, while modest compared to other large-scale ergonomic studies, is sufficient for identifying preliminary patterns and trends. This study provides updated data from a diverse student population and explores whether anthropometric variation should be a contributing factor to the ergonomic design of keyboards.

Based on these aims, the research question at the heart of this study is: Does finger length influence typing speed among students? To address this, two hypotheses are proposed. The null hypothesis (H_0) states that there is no measurable relationship between finger length and typing efficiency, defined by typing speed (WPM) and accuracy (%). The alternative hypothesis (H_1) suggests that longer fingers are associated with higher typing efficiency. Testing these hypotheses allows us to suggest whether keyboards are sufficiently universal or still need to consider anthropometric data to improve their ergonomic design attributes.
Regardless of the outcome, this study holds direct relevance for engineers and designers. If a correlation is found between finger length and typing efficiency, it would suggest that modern-day keyboards could improve comfort and performance for a wider range of users. Alternatively, if no correlation is found, it would indicate that the universal design remains robust even with variations in hand size. In either case, anthropometrics and ergonomics can guide mechanical engineers and designers in creating products and tools that maximize safety, efficiency, and user satisfaction.

Methodology

Data for this study were collected through a Google Form survey, which served as the primary and only method of collecting anthropometric data and performance-related information. A total of 50 people participated from Grade 6 to Grade 12. This survey was widely shared through personal networks, resulting in a diverse sample drawn from different schools and backgrounds instead of just one institution. Participation was voluntary and anonymous, ensuring that the data collection process was ethical.

The Google Forms included clear instructions and required participants to:

1. Measure and record the length of the middle finger using a ruler. The middle finger was chosen as it is the longest finger for most population groups [6]. This provides a consistent figure of the maximum finger reach.
2. Complete an online typing test linked to the same form on a laptop or desktop to record their typing speed in words per minute (WPM) and accuracy (%)
3. Report their grade level, permitting analysis across varying age groups.

To maintain consistency and ensure research fairness, participants were asked to complete the survey exclusively on a laptop or desktop, as mobile devices feature smaller touchscreen keyboards, which could introduce bias.

This study utilized commonly available tools to ensure accessibility and replicability. A Google form was used as the primary method of data collection, as it allowed responses to be recorded anonymously and in a standardized format. Participants measured the length of the middle finger using a ruler, which was chosen for its simplicity, availability, and ability to provide consistent linear measurements.

Typing performance was recorded through an online typing test [7], which provided both words per minute (WPM) and accuracy (%). A one-minute test was chosen to balance efficiency, reliability, and minimize fatigue while still reflecting true typing ability. To avoid bias and to further strengthen consistency, participants were instructed to complete the typing task only on a laptop or a desktop, as mobile or tablet devices could distort results.

The procedure of the data collection process is illustrated in Figure 1 below.

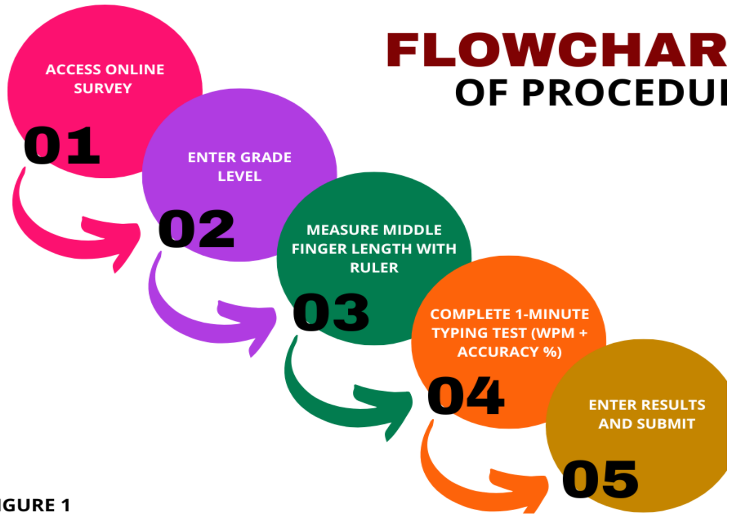


FIGURE 1

The independent variable in this study was the length of the middle finger (cm). The dependent variables were typing speed (WPM) and accuracy (%).

To minimize external influences, many variables were kept constant. All participants used laptops or desktop keyboards to avoid any inconsistencies caused by smaller or touchscreen devices. Moreover, the same one-minute typing test was used by every participant, and all followed the same measurement instructions for finger length. These controls helped ensure that if any variation is observed in typing efficiency due to varying finger length, then a relationship could be established.

While certain procedures were followed to ensure consistency in the methodology, several limitations must be acknowledged.

- Self-measurement errors: Participants measured their own finger length, which could have had minor inaccuracies
- Typing experience: Some participants may have had experience with typing tests, in contrast to some who would have never attempted one. This may have affected the speed and accuracy.
- Keyboard variation: Although participants were instructed to take the test on a laptop or a desktop, layouts and key sizes differ across models.
- Environmental Factors: The survey was taken by participants in an uncontrolled environment, where distractions or posture could have influenced results.
- Technical Issues: Performance may have been affected by device responsiveness or internet speed during the online test.
- Sample size: With **xyz** participants, this study identifies trends but cannot claim universal conclusions.
- Convenience sampling: The form was distributed through personal networks, meaning the sample may not fully represent the wider student population.
- Uncaptured demographics: Factors such as genders and handedness were not recorded, although both may affect typing efficiency.

To avoid any further error, a diagram of the method measurement was provided to the participants (see figure 2 below) alongside clear step-by-step instructions throughout for a consistent procedure.

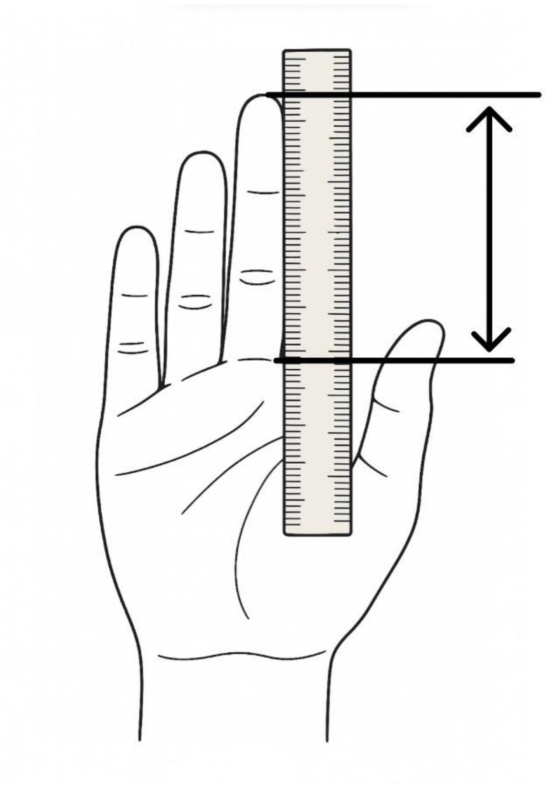


Figure 2

The collected data will be analyzed using descriptive statistics such as mean, median, and standard deviation to summarize finger length, accuracy, and typing speed. Relationships will then be further explored using scatter diagrams and Pearson's correlation coefficients for all comparisons. Grouped averages will be presented for all grade groups using bar charts with error charts to reflect variability, as boxplots were avoided due to a small sample size **per group.**

Results

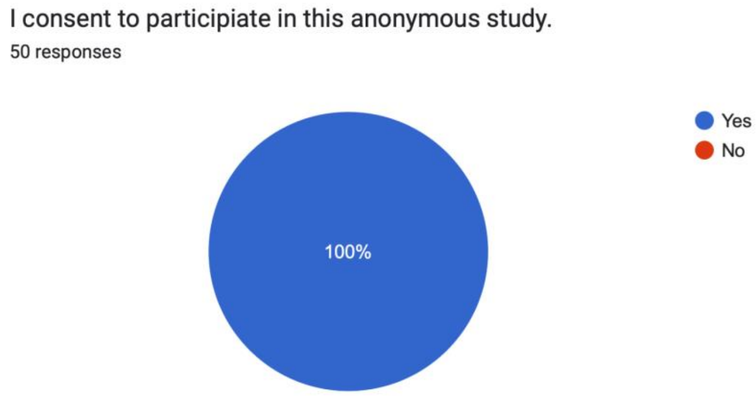


Figure 3

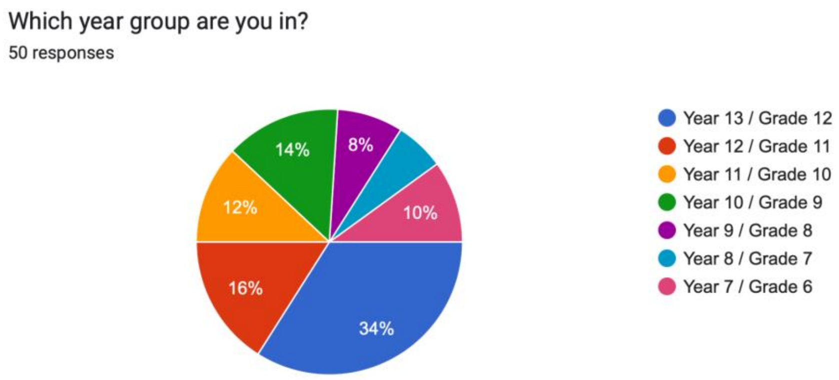


Figure 4

The study sample consisted of 50 participants from Grades 6-12 / Years 7-13 (both equivalent). The distribution, however, was uneven across groups, with Year 13 contributing to the sample with the largest share (34%, 17 Participants) and Year 8 with the smallest share (6%, 3 Participants). This imbalance is acknowledged when interpreting subgroup comparisons.

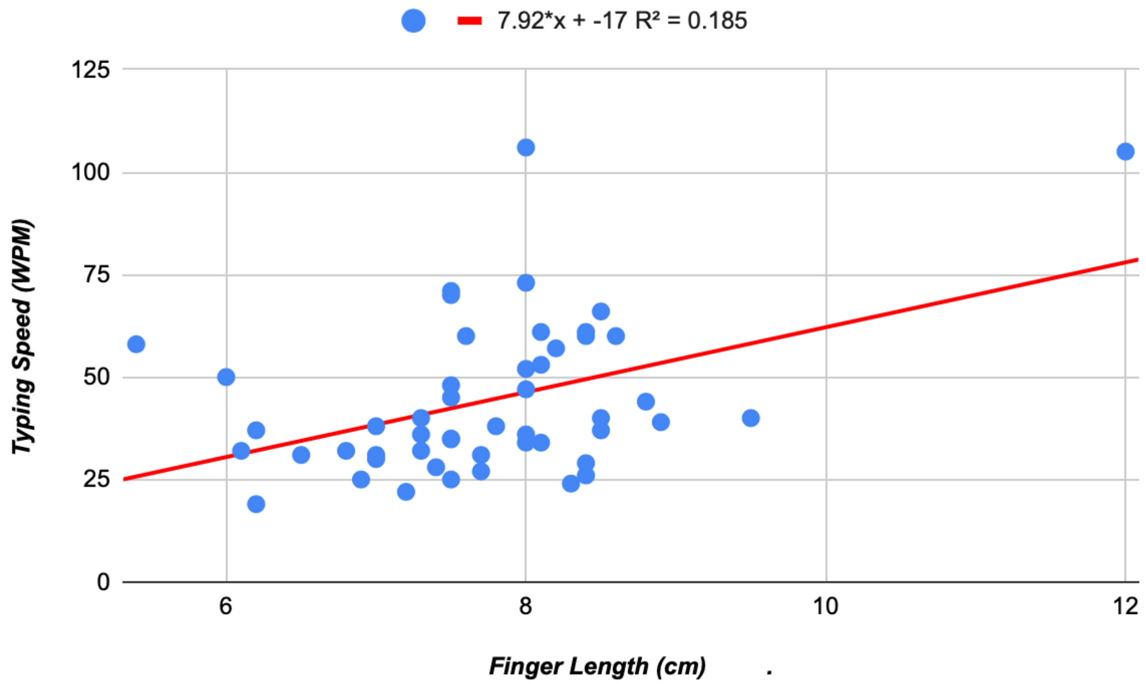
Table 1: Descriptive Statistics of Key Variables

-	Mean	Median	Min	Max	Range	Standard Deviation
Finger Length (cm)	7.72	7.7	5.4	12	6.6	1.033104265
Typing Speed (WPM)	44.2	38	19	106	87	18.84833084
Accuracy (%)	86.21	89.91	21	100	79	15.64160021

Middle finger length ranged from 5.4cm to 12cm, with a mean of 7.72cm. Typing speed ranged from 19WPM to 106WPM, with a mean of 44.2 WPM. The accuracy ranged from 21% to 100%, with a mean of 86.21%. These descriptive statistics allow us to form a baseline before exploring further analysis to establish a relationship.

A scatter plot was created to examine the relationship between finger length and typing speed. See Figure 5 below.

Figure 5: Scatter Plot of Finger Length (cm) vs Typing Speed (WPM)



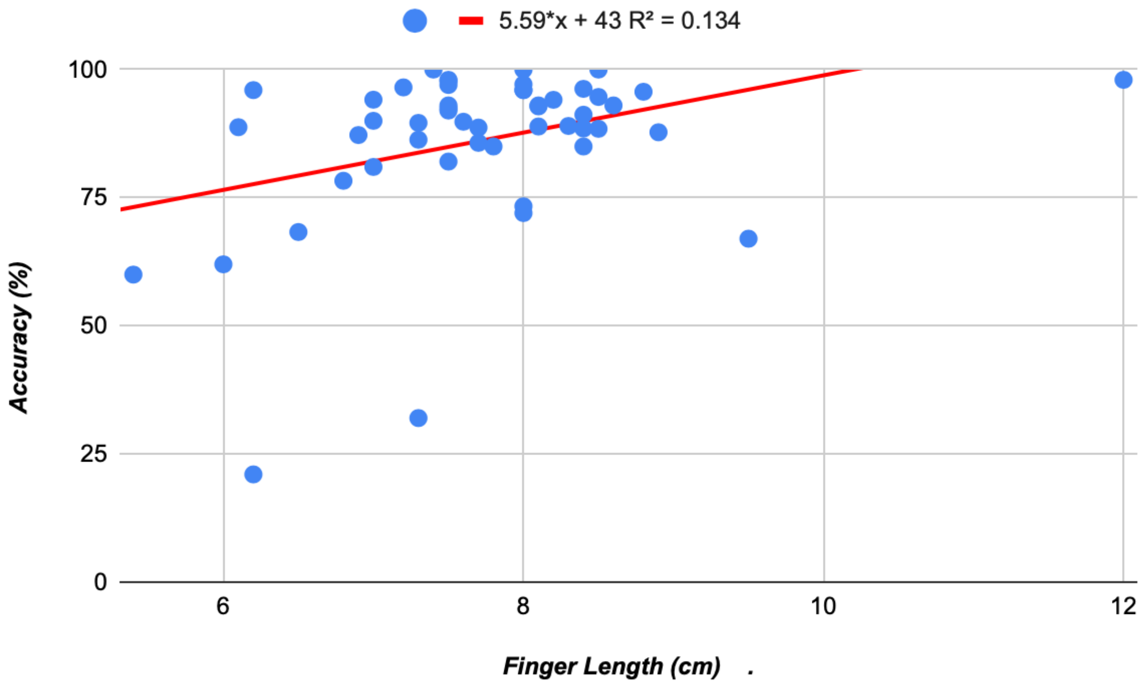
Pearson’s correlation coefficient is calculated using the formula:

$$\mathbf{r} = [\mathbf{Cov}(\mathbf{X},\mathbf{Y})] \div (\boldsymbol{\sigma}\mathbf{x}\boldsymbol{\sigma}\mathbf{y})$$

Where X = Finger Length (cm), Y = Typing Speed (WPM). The calculation was performed in Google Sheets using the CORREL function.

The correlation between finger length and typing speed was examined using Pearson’s correlation coefficient. As shown in Figure 5, the scatter plot indicated a moderate positive trend. The calculated Pearson's correlation coefficient was r = 0.43, suggesting that students with longer fingers tended to achieve higher WPM. While not a strong relationship, this finding indicates that finger length may contribute to typing performance.
A scatter plot was again created to examine the relationship between finger length and typing accuracy. See Figure 6 below.

Figure 5: Scatter Plot of Finger Length (cm) vs Typing Accuracy (%)



The same procedure was followed in calculating Pearson's correlation coefficient for this relationship.

Pearson's correlation coefficient produced a value of r = 0.366 for this relationship, indicating a weak to moderate positive association. This suggests that participants with longer finger lengths tended to record slightly higher accuracy scores. Compared to typing speed (r = 0.43), accuracy showed a weaker association with finger length. Together, these findings indicate that finger length plays a more noticeable role in influencing speed than accuracy.

The table below shows the distribution of participants across their daily computer usage. (See Table 2)

Table 2

Usage Category	Number of Participants	% of Sample
Less Than 1 Hour	12	24
2-3 Hours	15	30
3-4 Hours	10	20
4-5 Hours	6	12
5-6 Hours	2	4
More Than 6 Hours	1	2

No participants selected the “1-2 Hours” option, hence it does not appear in the table nor the bar chart below. (See Figure 6)

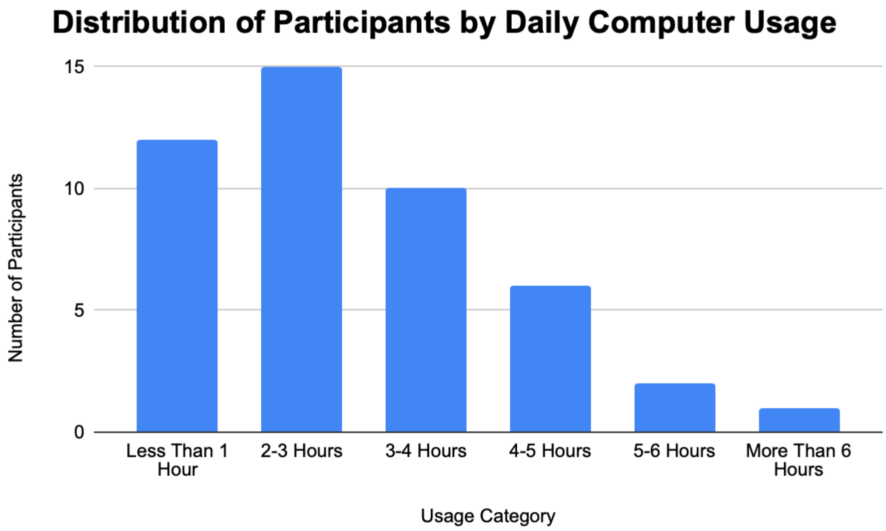


Figure 6

Daily computer usage varied widely across the population of students. The largest share reported using computers for 2-3 hours daily, making up 30% of the sample. Followed by the 3-4 hours bracket, which made up 20% of the sample. (No students reported usage for 1-2 hours, hence it is excluded from the figures.) These results indicate that the students in these samples are frequent computer users, which may help justify the overall performance range of the sample. While daily usage was not correlated with finger length, it gives us important background context for interpreting the results achieved.

This study investigated whether longer finger length leads to higher typing efficiency, defined in terms of typing speed (WPM) and accuracy (%).

The correlation analysis shows a moderate positive relationship between finger length and typing speed ($r = 0.43$) and a weaker positive relationship with accuracy ($r = 0.366$). These findings suggest that finger length does contribute to efficiency, but not strongly enough to be titled the primary factor of typing efficiency.

Therefore, the null hypothesis (H_0) – There is no measurable relationship between finger length and typing efficiency, defined by typing speed (WPM) and accuracy (%) – cannot be fully rejected. Although the results lean in favor of the alternative hypothesis (H_1) – longer fingers are associated with higher typing efficiency – the correlations were modest and may have been influenced by external factors such as posture, practice, and daily computer usage.

Overall, the results indicate that finger length does play a role in typing efficiency but does not solely determine it.

Discussion

The results of this study indicate that finger length has a modest influence on typing efficiency, with a clearer link to typing speed than accuracy. These findings can be positioned against earlier research in typing and ergonomics.

One of the very few studies that directly examined finger size was LaBonty (1981), which investigated the relationship between finger dimensions and typing performance. While LaBonty's study outlined a few associations, the study was conducted over 40 years ago, in the context of typewriters. Its relevance, though, is limited as the transition to modern-day keyboards is revolutionary compared to typewriters, and there have been many changes. This present study provides a fresher set of results with the context of modern keyboards and highlights that finger length plays a role in typing efficiency, albeit a moderate one.

Most recent ergonomic studies have focused on different factors such as: key spacing, keyboard geometry, typing posture, and the prevention of musculoskeletal strain (,g. Repetitive Strain Injury). These studies emphasize that typing efficiency is determined by multiple factors rather than a single trait. The current findings of this study align with the same broader perspective.

From a mechanical engineering point of view, a positive correlation between finger length and design efficiency may suggest a design mismatch between standard keyboards and users with varying hand dimensions. Despite the correlations being only moderately positive, this signifies that the consideration of anthropometric data can help design a keyboard that fosters improved typing efficiency. For engineers, this is a signal that designing products for the "average" user may impact performance and other factors, too.

These findings suggest two implications: first, that adaptive features such as adjustable key spacing or adjustable layouts could improve inclusivity; and second, the moderate strength of the correlations shows that the universal design is functional but not optimal. In other words, standard keyboards work well for most users, but introducing ergonomic flexibility could better address variations, reduce fatigue, and enhance efficiency.

Not addressing such issues may lead to consequences for the ideal population using the average keyboard. Usage can contribute to fatigue, discomfort, and long-term risks like Repetitive Strain Injury (RSI), especially for students who spend hours on their laptops. Small inefficiencies such as can accumulate into reduced long-term productivity. Incorporating and considering anthropometric variation, therefore, can improve comfort and efficiency for a wider range of users.

This study was limited by a modest sample size of n = 50, which prevented reliable subgroup comparisons. The measurement of the finger length was done by a ruler, introducing the probability of minor inaccuracies despite clear instructions. Typing speed varied between participants, meaning prior familiarity with typing tests may have influenced scores. Additionally, factors such as gender, handedness, and posture were not recorded, even though they could affect typing efficiency.

Future research using a larger sample size could further strengthen these findings, along with professional measuring tools to improve accuracy. Moreover, expanding the scope beyond finger length to handspan, palm width, and grip strength may provide a clearer picture of anthropometrics on typing. It would also be valuable to examine performances across different keyboard types and layouts, such as laptops versus mechanical keyboards or QWERTY vs DVORAK keyboards, to test whether design variations play a role against the influence of hand dimensions. Furthermore, collecting data on gender, handedness, and posture could further clarify how multiple factors play a role in shaping typing efficiency.

Conclusion

The purpose of this study was to examine the relationship, if any, between finger length and typing efficiency, defined in terms of typing speed and accuracy. Using data from 50 student participants, moderate positive correlations were observed: longer finger lengths were noted to have higher typing speeds and accuracy rates. While the relationship was not strong enough to suggest that finger length is the sole determinant of typing efficiency, they do indicate that anthropometric variation has a role in shaping it.

From a mechanical engineering standpoint, these findings highlight the importance of ergonomics and anthropometrics in even the most common technology, such as keyboards. The standard keyboard design is functional for most users, but they are not optimal for all. Incorporating anthropometric data into design could foster inclusivity, reduce fatigue, and improve overall efficiency for a wide range of users.

Ultimately, this study contributes to growing recognition of the fact that engineering design should move beyond assumptions about the "average" user and work on the development of products that better accommodate diverse populations.

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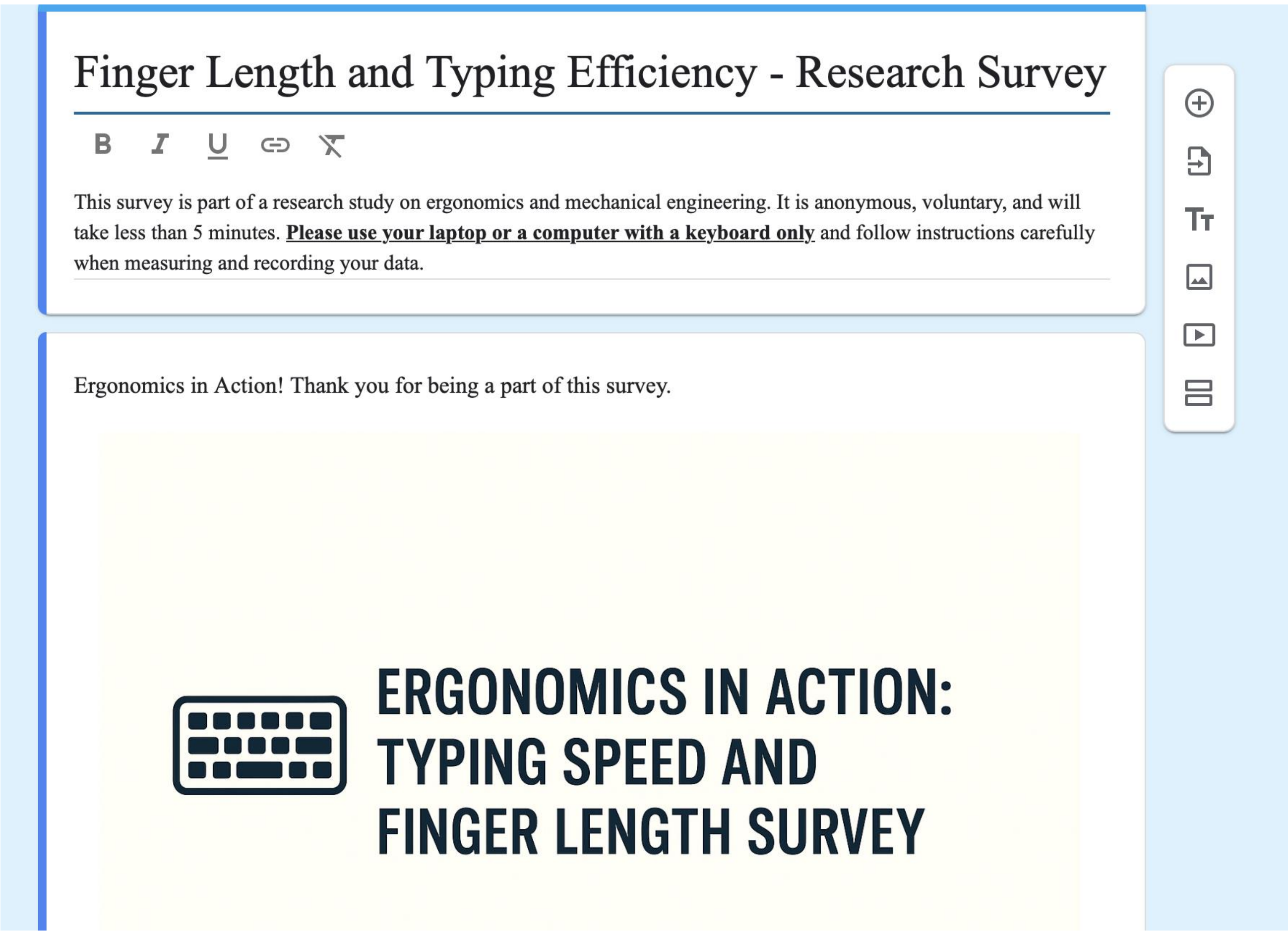
9. LaBonty's (1981) Paper, mentioned a few times in the paper.
10. Relationship of finger size and typing speed, and errors

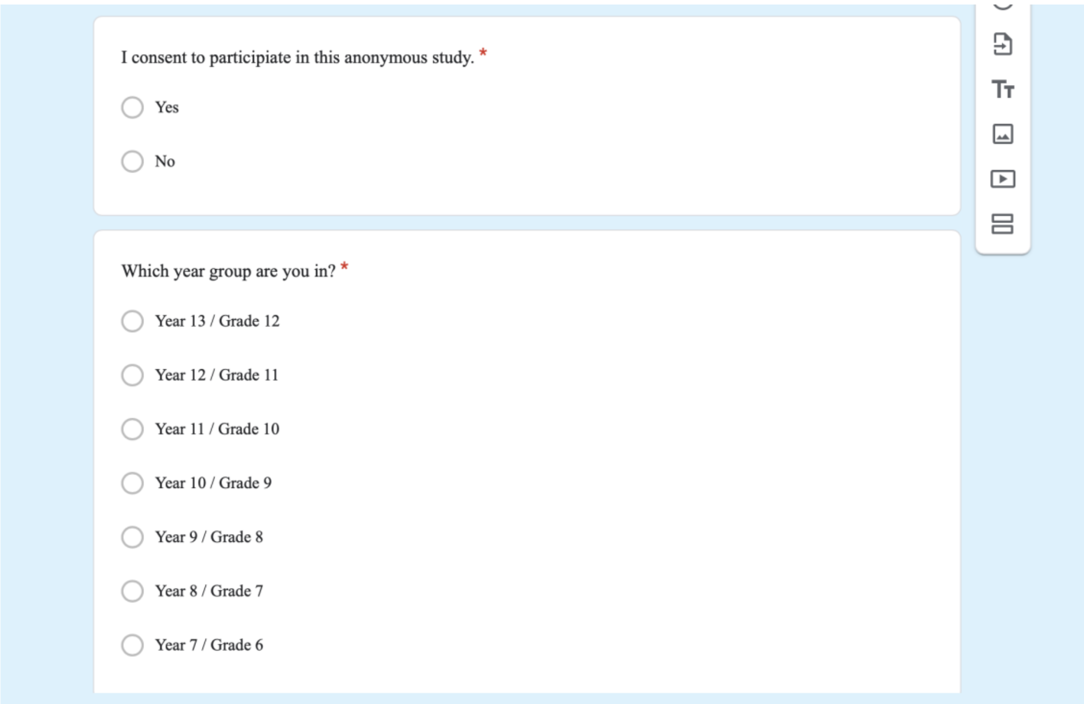
Appendix

Below are screenshots of the Google Form survey that participants filled out.


Finger Length and Typing Efficiency - Research Survey

This survey is part of a research study on ergonomics and mechanical engineering. It is anonymous, voluntary, and will take less than 5 minutes. **Please use your laptop or a computer with a keyboard only** and follow instructions carefully when measuring and recording your data.

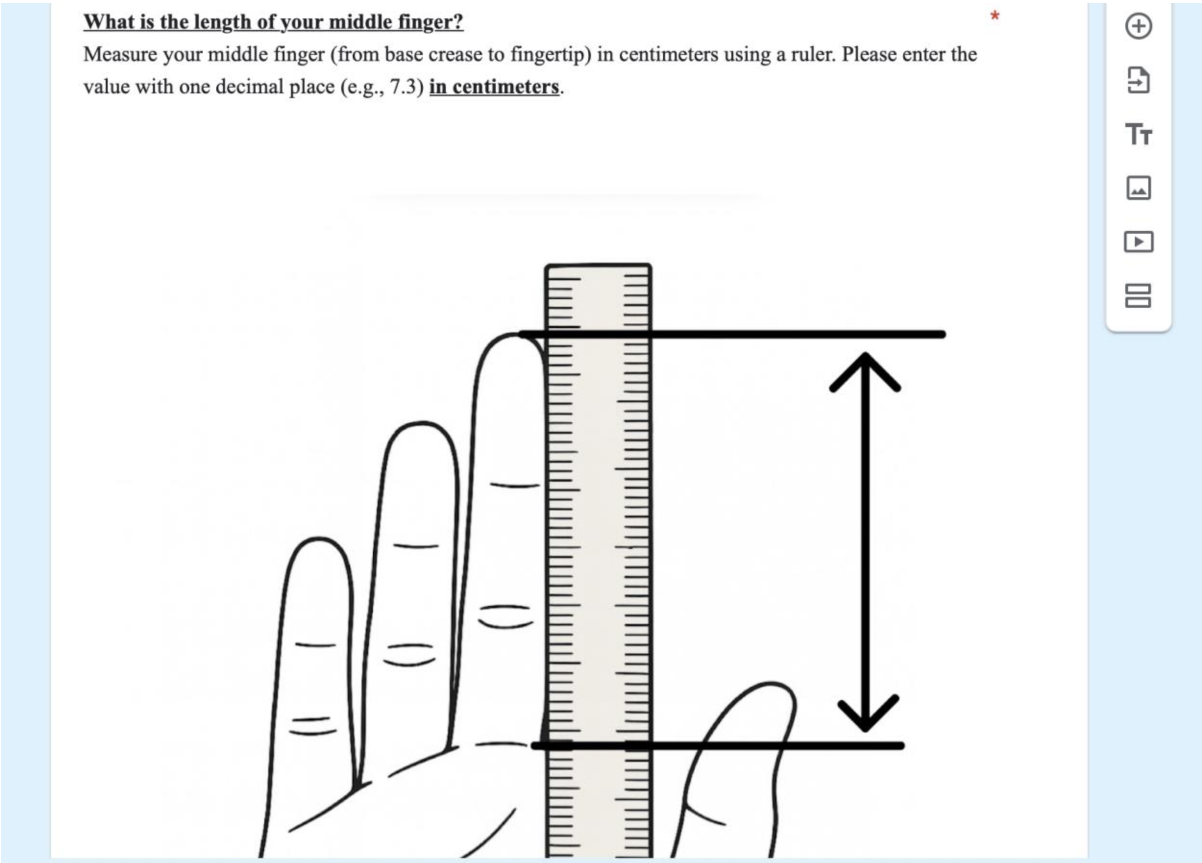
Ergonomics in Action! Thank you for being a part of this survey.


I consent to participate in this anonymous study. *

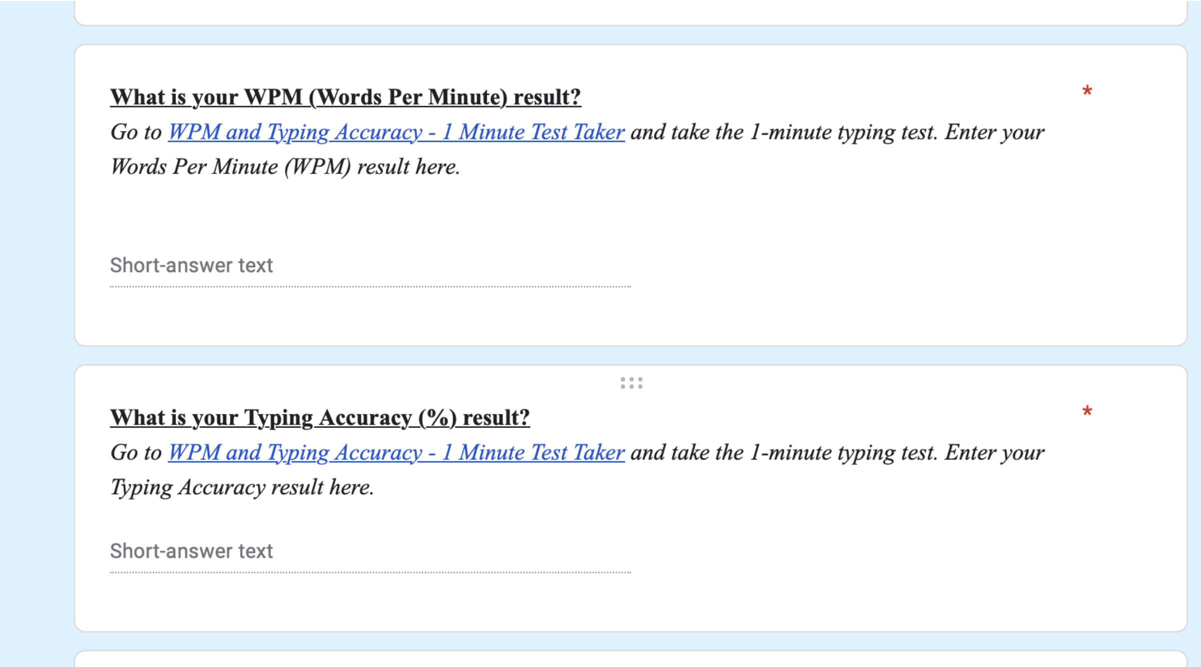
- Yes
- No

Which year group are you in? *

- Year 13 / Grade 12
- Year 12 / Grade 11
- Year 11 / Grade 10
- Year 10 / Grade 9
- Year 9 / Grade 8
- Year 8 / Grade 7
- Year 7 / Grade 6


What is the length of your middle finger? *

Measure your middle finger (from base crease to fingertip) in centimeters using a ruler. Please enter the value with one decimal place (e.g., 7.3) **in centimeters**.



What is your WPM (Words Per Minute) result? *

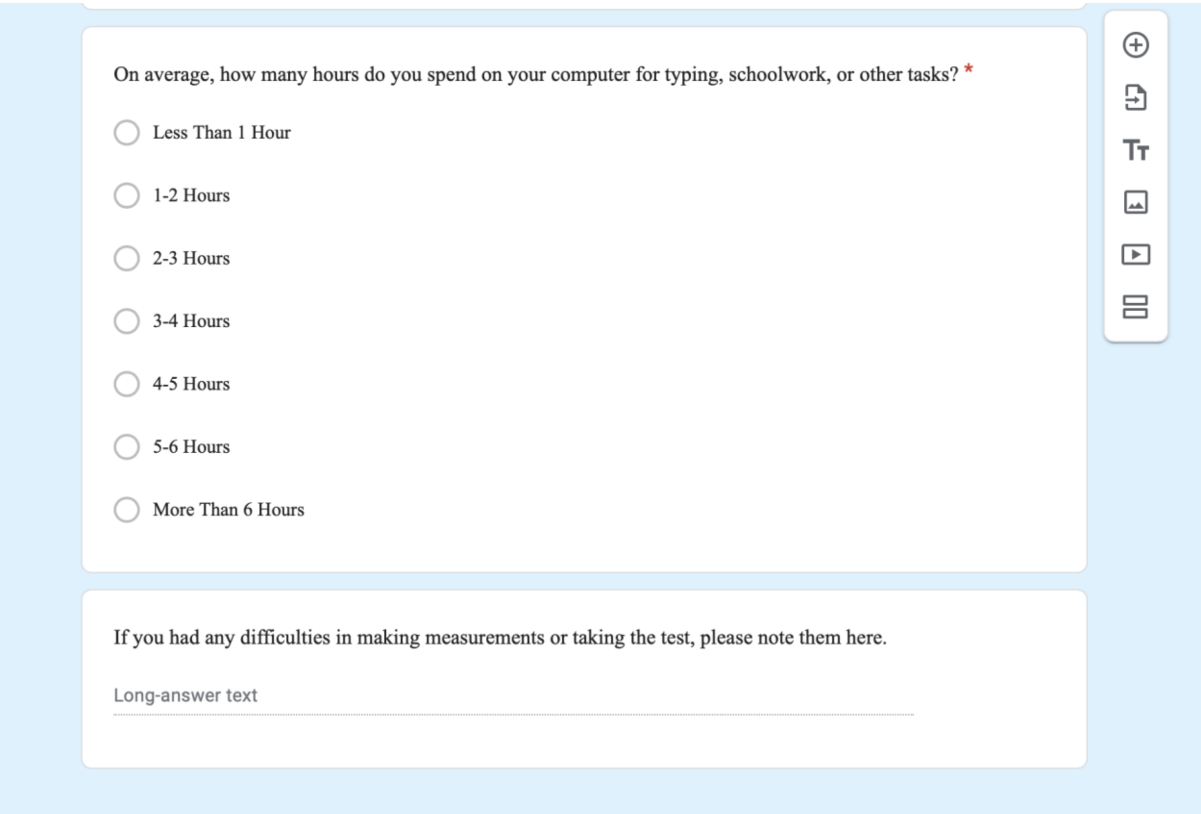
Go to [WPM and Typing Accuracy - 1 Minute Test Taker] and take the 1-minute typing test. Enter your Words Per Minute (WPM) result here.

Short-answer text

What is your Typing Accuracy (%) result? *

Go to [WPM and Typing Accuracy - 1 Minute Test Taker] and take the 1-minute typing test. Enter your Typing Accuracy result here.

Short-answer text



On average, how many hours do you spend on your computer for typing, schoolwork, or other tasks? *

- Less Than 1 Hour
- 1-2 Hours
- 2-3 Hours
- 3-4 Hours
- 4-5 Hours
- 5-6 Hours
- More Than 6 Hours

If you had any difficulties in making measurements or taking the test, please note them here.

Long-answer text

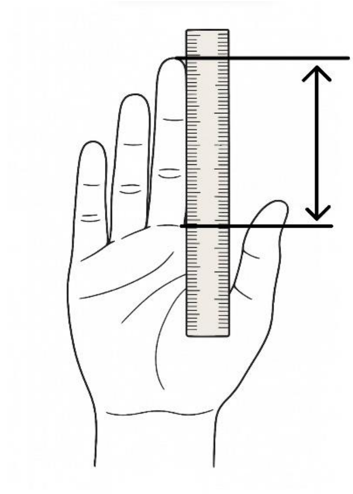


Figure 2, as illustrated above, was provided to the participants as a reference for measurement of the middle finger.

Table 3 shows a list of all participants with their results.

Table 3

Timestamp	I consent to participate in this anonymous study.	Which year group are you in?	What is the length of your middle finger?	What is your (Words Per Minute) result?	What is your Typing Accuracy (%) result?	On average, how many hours do you spend on your computer for typing, schoolwork, or other tasks?	If you had any difficulties in making measurements or taking the test, please note them here.
26/09/2025 18:45:45	Yes	Year 13 / Grade 12	12	105	98	2-3 Hours	NA
26/09/2025 18:59:15	Yes	Year 12 / Grade 11	8.4	61	88.5	4-5 Hours	I couldn't type at my usual speed/accuracy
26/09/2025 19:03:36	Yes	Year 13 / Grade 12	8.8	44	95.67	4-5 Hours	no problem
26/09/2025 19:06:57	Yes	Year 13 / Grade 12	7.5	45	82.05	5-6 Hours	No, not really, as we use computers in all our tasks every day.

26/09/2025 19:07:31	Yes	Year 13 / Grade 12	5.4	58	60	2-3 Hours	Not really, it was quite smooth
26/09/2025 19:10:10	Yes	Year 13 / Grade 12	8.5	66	88.44	4-5 Hours	
26/09/2025 19:11:08	Yes	Year 13 / Grade 12	6	50	62	5-6 Hours	
26/09/2025 19:12:59	Yes	Year 12 / Grade 11	8.6	60	93	2-3 Hours	
26/09/2025 19:56:14	Yes	Year 10 / Grade 9	8.1	34	92.82	2-3 Hours	
26/09/2025 20:21:20	Yes	Year 12 / Grade 11	8	52	72	2-3 Hours	
26/09/2025 20:24:41	Yes	Year 13 / Grade 12	7.8	38	85	2-3 Hours	None
26/09/2025 21:44:30	Yes	Year 10 / Grade 9	7.6	60	89.82	2-3 Hours	no difficulties
26/09/2025 22:13:50	Yes	Year 11 / Grade 10	8.3	24	89	3-4 Hours	
26/09/2025 22:55:38	Yes	Year 11 / Grade 10	8.9	39	87.77	4-5 Hours	
26/09/2025 23:02:29	Yes	Year 13 / Grade 12	8	36	96	2-3 Hours	nope
26/09/2025 23:03:25	Yes	Year 11 / Grade 10	8	47	73.33	4-5 Hours	

27/09/2025 02:05:45	Yes	Year 13 / Grade 12	8.1	61	88.89	5-6 Hours	
27/09/2025 12:23:33	Yes	Year 11 / Grade 10	6.5	31	68.3	4-5 Hours	
27/09/2025 12:25:51	Yes	Year 9 / Grade 8	8.4	29	85	Less Than 1 Hour	Nope
27/09/2025 16:39:01	Yes	Year 13 / Grade 12	7.3	40	86.31	2-3 Hours	
27/09/2025 19:53:58	Yes	Year 12 / Grade 11	7.5	34.8	97.75	Less Than 1 Hour	
27/09/2025 22:38:58	Yes	Year 13 / Grade 12	8.5	40	94.66	Less Than 1 Hour	
27/09/2025 23:37:52	Yes	Year 7 / Grade 6	7.2	22	96.52	3-4 Hours	No
28/09/2025 09:38:13	Yes	Year 10 / Grade 9	7	38	94.12	Less Than 1 Hour	
28/09/2025 09:48:37	Yes	Year 13 / Grade 12	7.7	31	88.68	2-3 Hours	No
28/09/2025 11:19:02	Yes	Year 12 / Grade 11	7.5	70	92.44	2-3 Hours	
28/09/2025 11:36:41	Yes	Year 12 / Grade 11	7.7	27	85.7	3-4 Hours	No difficulty
28/09/2025 12:00:30	Yes	Year 13 / Grade 12	7	31	81	3-4 Hours	NA

28/09/2025 14:21:08	Yes	Year 11 / Grade 10	8	73	96	2-3 Hours	
28/09/2025 14:24:24	Yes	Year 13 / Grade 12	8.4	60	91.19	4-5 Hours	
28/09/2025 16:40:39	Yes	Year 10 / Grade 9	9.5	40	67	3-4 Hours	
28/09/2025 16:44:53	Yes	Year 11 / Grade 10	6.2	19	21	Less Than 1 Hour	
28/09/2025 16:48:53	Yes	Year 9 / Grade 8	7.5	35	97	4-5 Hours	
28/09/2025 17:55:44	Yes	Year 12 / Grade 11	7.5	48	98	3-4 Hours	None
28/09/2025 18:00:16	Yes	Year 10 / Grade 9	8.1	53	93	Less Than 1 Hour	na
28/09/2025 19:11:43	Yes	Year 10 / Grade 9	8.4	26	96.24	2-3 Hours	No Difficulties
28/09/2025 19:33:00	Yes	Year 13 / Grade 12	7.5	71	93	Less Than 1 Hour	-
28/09/2025 20:43:09	Yes	Year 7 / Grade 6	7.3	32	32	Less Than 1 Hour	non
28/09/2025 20:54:47	Yes	Year 7 / Grade 6	6.2	37	96	2-3 Hours	N/A
28/09/2025 21:44:08	Yes	Year 7 / Grade 6	8	34	97.11	Less Than 1 Hour	No

29/09/2025 17:19:26	Yes	Year 8 / Grade 7	6.9	25	87.23	3-4 Hours	No difficulties
29/09/2025 19:55:03	Yes	Year 12 / Grade 11	8.2	57	94.1	3-4 Hours	No difficulties!
29/09/2025 20:17:54	Yes	Year 8 / Grade 7	7.5	25	92	Less Than 1 Hour	I didn't suffer from any difficulties
29/09/2025 22:25:27	Yes	Year 10 / Grade 9	7.3	36	89.6	3-4 Hours	
29/09/2025 22:26:22	Yes	Year 9 / Grade 8	8.5	37	100	Less Than 1 Hour	
29/09/2025 22:27:42	Yes	Year 13 / Grade 12	7	30	90	3-4 Hours	
29/09/2025 22:31:43	Yes	Year 9 / Grade 8	7.4	28	100	2-3 Hours	
29/09/2025 22:33:14	Yes	Year 8 / Grade 7	6.8	32	78.3	Less Than 1 Hour	
29/09/2025 22:52:50	Yes	Year 7 / Grade 6	6.1	32	88.76	2-3 Hours	
29/09/2025 23:01:40	Yes	Year 13 / Grade 12	8	106	100	More Than 6 Hours	

Table 4 shows the measures of central tendency and their values.

Table 4

-	Mean	Median	Min	Max	Range	Standard Deviation
Finger Length (cm)	7.732	7.7	5.4	12	6.6	1.023886154
Typing Speed (WPM)	44.196	38	19	106	87	18.84833084
Accuracy (%)	86.206	89.91	21	100	79	15.64160021

Table 5 shows the daily computer usage of the participants, with the % of the sample.

Table 5

Usage Category	Number of Participants	% of Sample
Less Than 1 Hour	12	24
2-3 Hours	15	30
3-4 Hours	10	20
4-5 Hours	6	12
5-6 Hours	2	4
More Than 6 Hours	1	2

Table 6 shows Pearson's Coefficient Values (r) with the respective category.

Table 6

Pearson's Coefficient Values	Category
0.4300064055	Finger Length vs Typing Speed
0.7443386669	Finger Length vs Accuracy

Figure A1 shows the distribution of participants by daily computer usage.

Figure A1

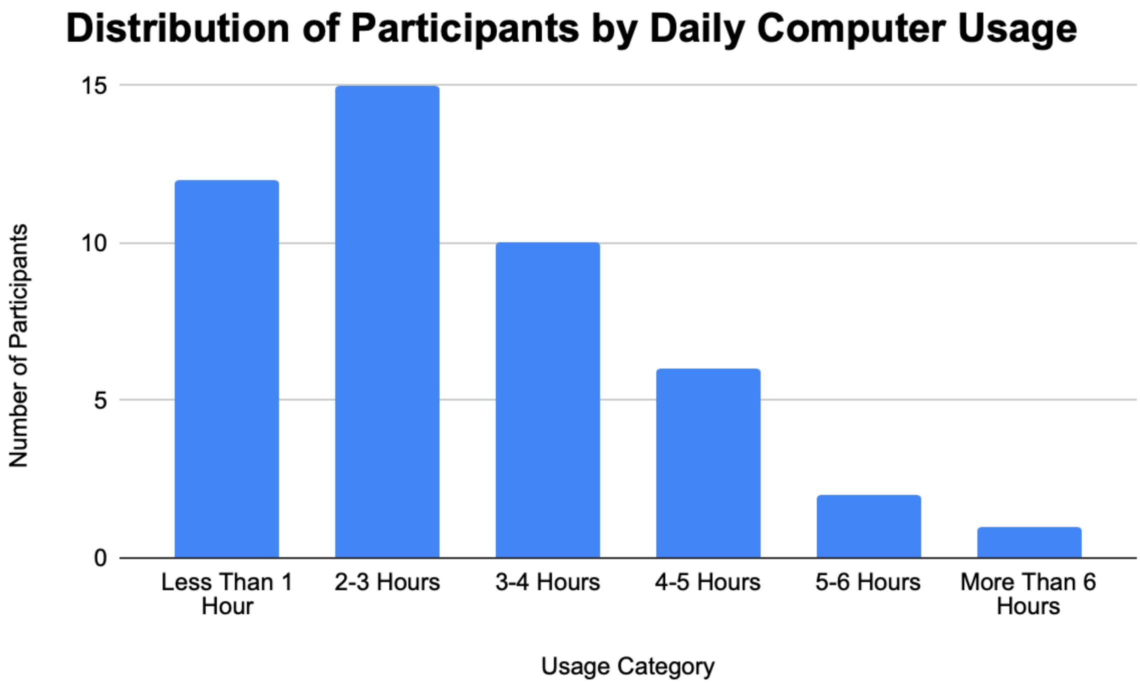


Figure A2 shows a regression line for the scatterplot of Finger Length vs Typing Speed (WPM).

Figure A2

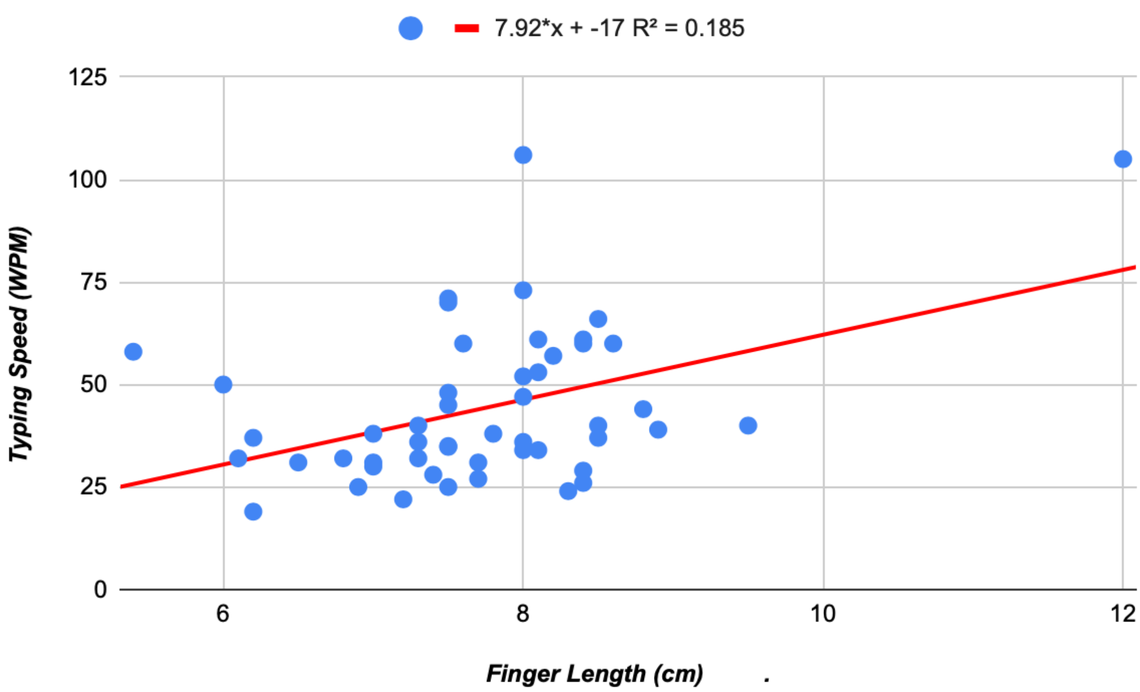


Figure A3 shows a regression line for the scatterplot of Finger Length vs Typing Accuracy (%).

Figure A3

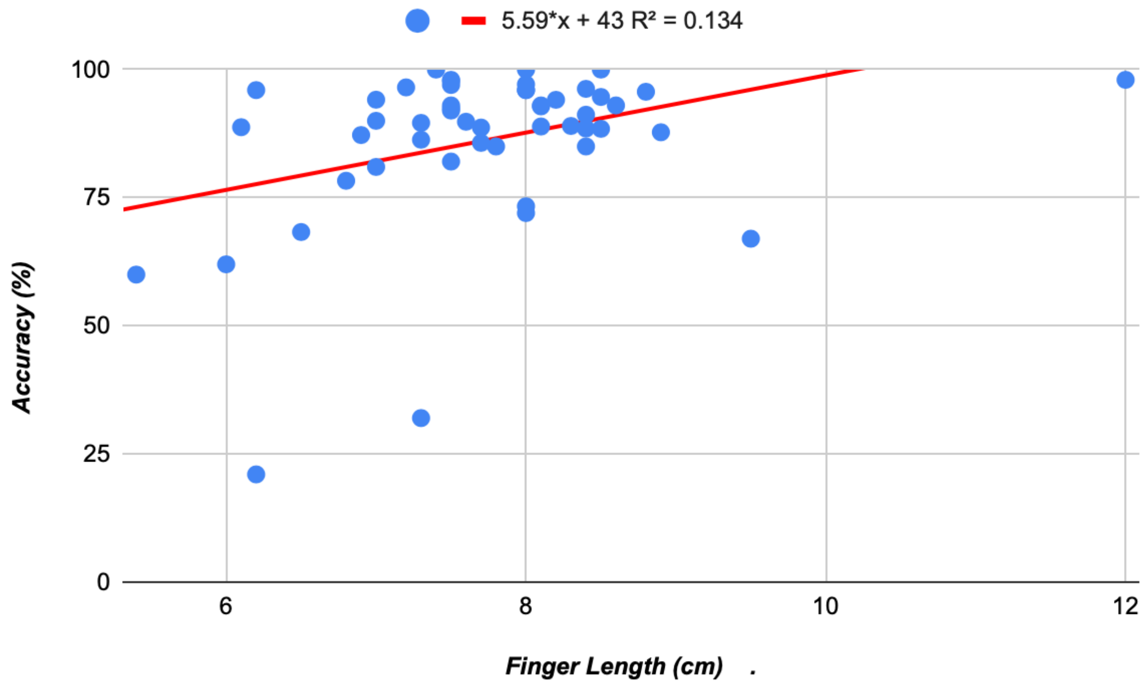


Figure A4

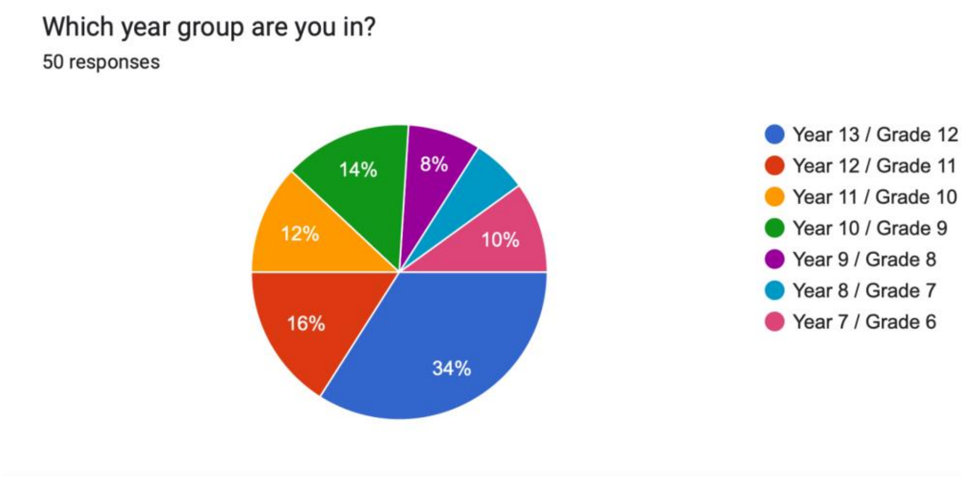


Figure A5

Figure A4 and A5 show that full consent was given by all 50 participants for data usage and the distribution of participants across year groups.

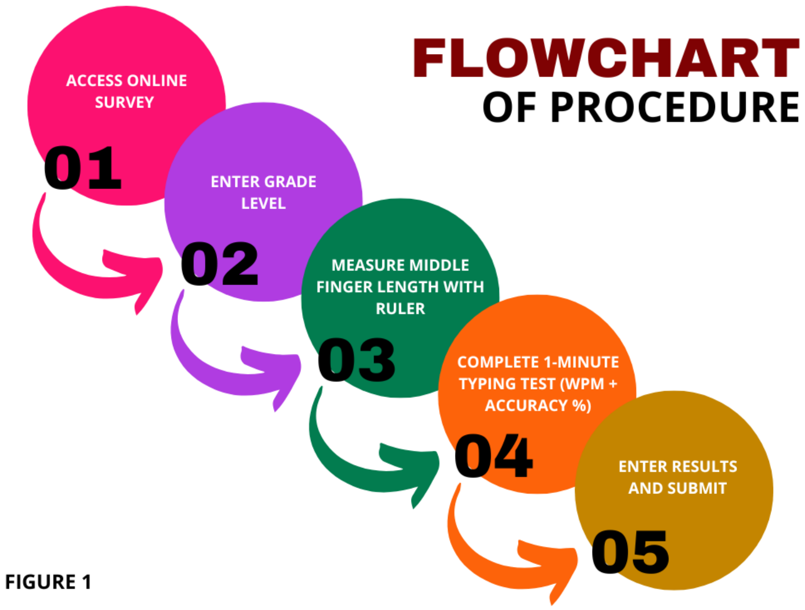


Figure A6

Figure A6 shows a flowchart of the procedure followed by every participant in providing data through the Google Form.